

# Spring 2012 – CCSS Math Support Conference

## *Frequently Asked Questions*

### **Additional Questions**

#### **1. What is School Net?**

Through School Net, teachers have instant access to current, accurate data on academic achievement and tools to streamline processes in the classroom. With this system, teachers now can access deconstructed standards and digital content, develop lesson plans, and share best practices with other teachers in their district and statewide. In addition, teachers will be able to analyze student progress at the end of a class or throughout the school year to individualize instruction and improve lesson plans, as needed.

For more information on School Net and training opportunities; please visit, <http://www.studentscomefirst.org/schoolnet.htm>

#### **2. What is Apangea?**

Apangea Learning Math is an online, supplemental math instruction and tutoring program that will help raise student achievement in Idaho by providing students with focused instruction, rigorous math problems, access to live certified teachers and a motivation program with rewards for working on math problems. Apangea Learning works with the classroom teacher to tailor the online math instruction to the needs of the individual student. Students can access the program anywhere they get Internet access - whether at home, at school or in a library. Currently, schools in more than 25 states across the country are using Apangea Learning Math as a supplement to instruction and noticing increased student achievement. Please visit [www.apangea.com/](http://www.apangea.com/) to learn more about Apangea Learning and Apangea Learning Math.

Apangea is currently going through a name change and will be known as Think Through Math in the near future. For more information, <http://www.thinkthroughmath.com/>.

**Contact Information:** Marisa Alan, Project Manager, [malan@thinkthroughmath.com](mailto:malan@thinkthroughmath.com)  
**Webpage:** [http://www.sde.idaho.gov/site/math/intervention\\_tools.htm](http://www.sde.idaho.gov/site/math/intervention_tools.htm)

#### **3. What happened to the secondary activity lessons provided by the University of Idaho (U of I) math workshops in the past?**

Past U of I math workshops presented educators with professional development opportunities that supported best practices. Further professional development from this source is currently not available through the Idaho State Dept. of Education. As we move into implementation of the Common Core State Standards, further professional development opportunities are and will be available.

Please visit, <http://www.sde.idaho.gov/site/common/proDev.htm> for further information.

# Spring 2012 – CCSS Math Support Conference

## *Frequently Asked Questions*

- 4. What opportunities are there for students who have been on an accelerated pathway and have completed College Calculus I, will the student be able to complete Calculus II and III while still in high school?**

As part of comprehensive education reform laws passed in Idaho during 2011 Legislative Session, the State established the Dual Credit for Early Completers program. (Idaho Code 33-1626) In this program, students who complete all State high school graduation requirements, except the senior project, no later than the start of the twelfth grade are eligible for up to thirty-six (36) postsecondary credits of dual credit courses during their twelfth grade year paid for by the State. The program was first available in the 2011-2012 school year.

Please visit the following webpage for more information,

<http://www.studentscomefirst.org/dualCredit.htm>

For information on the Dual Credit for Early Completers Program, contact Jason Hancock at [jhancock@sde.idaho.gov](mailto:jhancock@sde.idaho.gov).

- 5. What is Idaho doing in regards to an alternate assessment?**

Idaho has joined the National Center and State Collaborative (NCSC) which is one of two consortiums developing instructional materials and resources, professional development modules, and an alternate assessment based on the CCSSs. This summer Idaho will be recruiting districts and/or teacher cohorts from each region to begin end user piloting of NCSC materials in the fall of 2012.

Districts or teachers wanting more information NCSC or who are interested in participating in end user testing should contact the Alternate Assessment Coordinator, Toni Wheeler, [tcwheeler@sde.idaho.gov](mailto:tcwheeler@sde.idaho.gov) or 208-332-6957.

- 6. The State push toward RtI and progress monitoring in math does not mesh with the depth of knowledge addressed by CCSS and SBAC. Are correct digits per minute really all we want to monitor as we help students develop all 4 claims in the SBAC Math Content Specifications? It seems that claims 2-4 are ignored by current M-Comp and M-CAP probes of Aims Web.**

In TASC Model Core Teaching Standards (CCSSO, April 2011) and Danielson's Framework call for balanced assessment systems, one assessment type will not give us all of the information we need to make good decisions about a student. The research behind the use of Curriculum Based Measures (CBMs) shows their strength in determining overall ability in math or reading, and making instructional decisions. (Deno, 1985; Fuchs, Fuchs & Hamlett, 1989; Marston, 1989). These assessments do not address specific standards or claims. Correct digits per minute are NOT "all we want to monitor." It has been shown that Fluency is one way of predicting overall ability... (Ex: The faster you go down the ski hill the more likely that you are a better skier as compared to someone that takes a long time.) While our state focus this year places much emphasis

# Spring 2012 – CCSS Math Support Conference

## *Frequently Asked Questions*

on classroom formative assessment, it serves a much different purpose than screening and / or progress monitoring using CBMs. Formative assessment can assist the teacher in determining specific needs of the student and provide information about the type of intervention that would be needed. (Chappuis, 2009). During the intervention, progress monitoring indicates if the intervention is having an effect on overall ability. Because CBMs are highly sensitive to change, these two types of assessment work hand in hand and together give us much better information to adjust instruction as needed.

For more information, please visit:

Idaho SDE RTI Webpage: <http://www.sde.idaho.gov/site/rti/>

National Center on Response to Intervention: <http://www.rti4success.org/>

### **7. Will digital textbooks be supplied with the one-to-one computing devices that are to be distributed?**

The State of Idaho has released a Request for Proposal (RFP) for the Students Come First initiative in regards to the one-to-one computing device deployment. Within the RFP we are requiring the successful vendor to be able to support digital textbooks.

In an effort to ensure potential suppliers have the most current information regarding this RFP, the only access to it is through the Idaho Division of Purchasing eProcurement system. Information regarding the eProcurement system and instructions on how to access the RFP are located at <http://purchasing.idaho.gov/ipro.html>. .

For more information, please visit the following webpage,  
<http://www.studentscomefirst.org/mobiledevices.htm>

### **8. Is there a consolidated list of curriculum materials and software K-12 that best fit the CCSS?**

There is not a consolidated list of curriculum materials and software that best fit the CCSS. The Science and Social Studies materials on our adoption guide have been aligned to the CCSS and anything in the upcoming adoptions will as well. Anything adopted prior to 2010 will not have been aligned to the CCSS and will not be until the content area's next adoption year.

For more information, visit the following webpages:

[http://www.sde.idaho.gov/site/curricular\\_materials/adoption\\_guide.htm](http://www.sde.idaho.gov/site/curricular_materials/adoption_guide.htm)

[http://www.sde.idaho.gov/site/curricular\\_materials/cm\\_docs/2012%20AdoptionSchedule.pdf](http://www.sde.idaho.gov/site/curricular_materials/cm_docs/2012%20AdoptionSchedule.pdf)

### **9. Will juniors still have to take the SAT when the SBAC assessment is implemented?**

Yes. This is a graduation requirement. This will NOT replace the ISAT. This is a college entrance exam, not a state or federal assessment.

# Spring 2012 – CCSS Math Support Conference

## *Frequently Asked Questions*

### **10. How will college entrance and placement exam scores for Idaho's juniors be included in the Idaho Five Star Rating System?**

In 2007, the Idaho State Board of Education (ISBE) and Idaho Legislature approved an administrative rule that all 11th grade students must take one of the four college entrance or placement exams (SAT, ACT, ACCUPLACER, or COMPASS) beginning with the graduating class of 2013. In 2011, Idaho signed a contract with the College Board to provide the SAT or ACCUPLACER to all 11th grade students at no cost to them.

Idaho's accountability measure is based on a five star rating system. The postsecondary and career readiness metric is worth 30% of the total Idaho accountability measures under this system. Within this metric, there are three categories; 50% of the weight for graduation rate and 25% each for College Entrance and Placement Exams and Advanced Opportunities. Schools will receive a score from 1 to 5 based on the percentage of students who meet the college entrance or placement benchmark. For 2012-2013, at least 25% students must meet the benchmark on any exam to receive the full 5 points. This target will increase each year.

The tables and metrics for this area can be found on pages 76-79 of the waiver application. For more information on Idaho's Five Star Rating System, please visit: <http://www.sde.idaho.gov/site/postLeg/2012Tour/Idaho%20Accountability%20Plan%20Presentation/Interpreting%20the%20Star%20Rating%20System.pdf>

For more information on Idaho's ESEA Waiver: <http://www.sde.idaho.gov/site/esea/>

### **11. In order to better aid educators in implementing the CCSS across the State of Idaho, districts would like samples of quality lesson plans, example problems, and activities implementing CCSS; what resources are available through the Idaho State Department of Education in regards to this?**

The Idaho State Department of Education is excited to announce the launch of a statewide lesson plan award to showcase innovative practices in the classroom. The Idaho State Department of Education will award more than \$108,000 in gift certificates over the course of a year from March 31st until February 31st of 2013! The awards will be given for exemplary lesson plans across all academic subjects and grades submitted into the state-wide learning management system Schoolnet. These lesson plans will demonstrate the Principles of Universal Design for Learning to assure differentiated instruction so that all students have the opportunity to learn, follow the Charlotte Danielson Framework and include digital resources. Complete submission materials and instructions will be emailed to districts.

The lesson plan submission process is handled within School Net (SN); the educator must be a registered user of ISEE and SN. Please visit the following webpage if you are not a registered School Net user, and follow the steps provided.

[http://www.sde.idaho.gov/site/isee/docs/SNAccessRev1\\_3.pdf](http://www.sde.idaho.gov/site/isee/docs/SNAccessRev1_3.pdf),

# Spring 2012 – CCSS Math Support Conference

## *Frequently Asked Questions*

If you have questions, contact your district's School Net representative; this will be either the district's superintendent, a delegate for the superintendent, or the district's technology director.

Once you are registered as a School Net user, logon to School Net at this website, <https://isee.sde.idaho.gov/Pages/default.aspx>. You can now access the video tutorials on School Net main page.

To create and submit a lesson plan, hover on the Classrooms tab on the School Net main page and select Instructional Materials. In the subject pull down tab, select 21<sup>st</sup> Century Classroom Resources. Click Search. Locate the 21<sup>st</sup> Century Classroom Lesson Plan Template and click Save to My Materials. This template will now always be found in your personal set of materials. Copy and edit the template to create your lesson plan. To submit a lesson plan for approval, locate the lesson created within My Materials. Click on the name of the lesson. Click the Submit for Approval optional. Submitter can track the progress of the submission by clicking View Additional Properties and then reviewing the Status. Submitter will receive an email notification after approval has been given or not given.

For more information on School Net, please visit, <http://www.studentscomefirst.org/schoolnet.htm>

For School Net Support, please call: 1-877-873-1551

Lesson Plan Contact Information: Carol Scholz, [cscholz@sde.idaho.gov](mailto:cscholz@sde.idaho.gov), (208) 332-6985

### **12. How will my pay be affected by my students' performance on the state's standardized test?**

Teachers are paid based on where they fall on the Instructional Salary Grid, based on their level of education and years of experience; base pay is not based on student performance on the state's standardized test. Idaho's pay for performance system would add to the current salary schedule, not replace it.

Under this pay-for-performance plan, all teachers (including physical education teachers, special education teachers, alternative high school teachers, etc) are eligible to receive performance bonuses in three different areas.

- Teachers can receive bonuses for working in hard-to-fill positions, as determined at the local level.
- They can receive bonuses for taking on leadership responsibilities, such as mentoring new teachers or developing curriculum. These are things many teachers already do, but do not get paid for.
- Teachers and administrators will also receive bonuses for working in schools that meet student growth targets set at both the state and local levels. At the state level, we will distribute bonuses based on academic growth in a whole school. At the local level, districts will have the flexibility to set their own student growth measures. It is important that these academic growth bonuses be awarded to the whole school, rather

## Spring 2012 – CCSS Math Support Conference

### *Frequently Asked Questions*

than individual teachers, because every teacher contributes to a student's success in the classroom, whether it is in math, physical education, or art. Additionally, it is important that teachers continue to collaborate and share ideas, rather than pitting teacher against teacher.

For more information on pay for performance, please visit

<http://www.studentscomefirst.org/performance.htm>

#### **13. How will merit pay be determined for elective teachers (PTE, Tech Ed., Music, etc) that have no form of standardized testing?**

Every teacher will have the opportunity to earn pay-for-performance. Pay-for-performance for student achievement will be based on student academic growth on a schoolwide basis so that all the teachers in the school, including the PTE, Tech Ed, music, art, special education, choir and art teachers, receive bonuses for the work they do to raise student achievement. The bonuses will not go down to the individual classroom level to encourage collaboration and teamwork among teachers in the same school. In addition, teachers can earn bonuses for working in hard-to-fill areas, such as math or special education, or taking on leadership roles and responsibilities, such as developing curriculum or mentoring new teachers. The local school boards will determine the hard-to-fill positions and leadership duties that will be rewarded.

#### **14. When I write my IEP's, I have to put in the general ed. content standards that correlate to the goal. When do I have to switch from the present standards to the Common Core State Standards (CCSS)? Are there any CC standards dealing with fine motor skills and speech/language goals?**

A special education teacher should switch to using CCSS when their local district makes that transition for all students. Every effort should be made to connect the students IEP Goal to the same standard that is expected of the students same grade level peers, with preference given to local district adopted standards and then to state standards. In some areas, there may not be an appropriate CCSS at that time available to use, in which case, districts should use the state adopted standard that most closely aligns to the performance expectation of the students grade level peers. The Division of Special Education, Special Education State Technical Assistance (SESTA) Center will be conducting training on this topic beginning in the 2012-2013 school year.

Contact Information: Richard Henderson, Director – Special Education,

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